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ABSTRACT

The annual review and evaluation of the Arizona Migrant Child Education Program (1982-83) includes an overview of Arizona's migrant student population; program needs, objectives, and scope; evaluation of migrant student progress; responses to earlier recommendations; and recommendations for the coming year. During the year, the Program served 13,398 students in 41 regular school term programs and 22 summer programs in 5 counties. Students, 85%-90% of whom were Mexican American, were in three categories: interstate, intrastate, and 5-year migrants. Regular school term programs employed 353 teachers and aides and 213 support persons; summer programs employed 227 teachers and aides and 170 support persons. Cooperation was provided by other agencies and organizations. The program's five principal objectives, all achieved, were to provide a nutritionally sound diet for migrant students, identify and meet health needs of migrant students, provide staff development training for instructional and support personnel, maintain parental involvement programs at all levels, and maintain and support a record-keeping system on nutrition, health, and education services provided. The Arizona Migrant Child Education Laboratory helped with instructional materials development and staff development programs for instructional and support staff. Scores on California Achievement Test batteries in reading, langugage, and mathematics indicated substantial gains in grades 1-8 and decreases in grades 9-12. (MH)

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ANNUAL REVIEW AND EVALUATION

ARIZONA MIGRANT CHILD EDUCATION PROGRAM 1982-1983

Sponsored by

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FOREWORD

The 1982-1983 school year and the 1983 summer programs are reviewed in this annual evaluation report. The report includes an overview of the migrant student population of Arizona, program needs and objectives, scope of the Program, evaluation of migrant student progress, responses to the recommendations contained in the previous year's report and recommendations and conclusions for the coming year.

The Arizona Migrant Child Education Program has served, and will continue to serve, the needs of migrant children. Dedicated people at the local, state and federal levels strive to improve educational, nutritional, health and supportive services for migrant children.

It is believed that this annual review and evaluation will enable the Arizona Migrant Child Education Program to maintain a high standard of excellence and service.

J. O. Maynes, Jr., Ph.D.
Director, Migrant Child Education Unit
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Editorial Assistance provided by Dr. Warren H. Wheelock

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PART ONE: OVERVIEW OF MIGRANT CHILD EDUCATION

INTRODUCTION

The Arizona Migrant Child Education Program serves students in five (5) Arizona counties: Yuma, Maricopa, La Paz, Pinal, and Cochise (see Figure p. 1). These agricultural counties produce enough melons, carrots, cauliflower, lettuce, citrus and other produce to rank Arizona fourth in the United States among fruit and vegetable producing states. Seasonal migrant farm workers harvest these crops. Their children, 85% to 90% of whom are of Mexican-American background, comprise the student population served by the Arizona Migrant Child Education Program. Three categories of migrant students are found in target population:

Interstate-students who travel with their parents across state lines seeking work in agriculature, fishing, and/or related food processing industries.

Intrastate-students who travel with their parents across school district lines within a state seeking work in agriculture, fishing, and/or related food processing industries.

Five-year Migrant-students who have ceased to migrate and are eligible for continued program services as "settled out" migrant children for a period of five years.

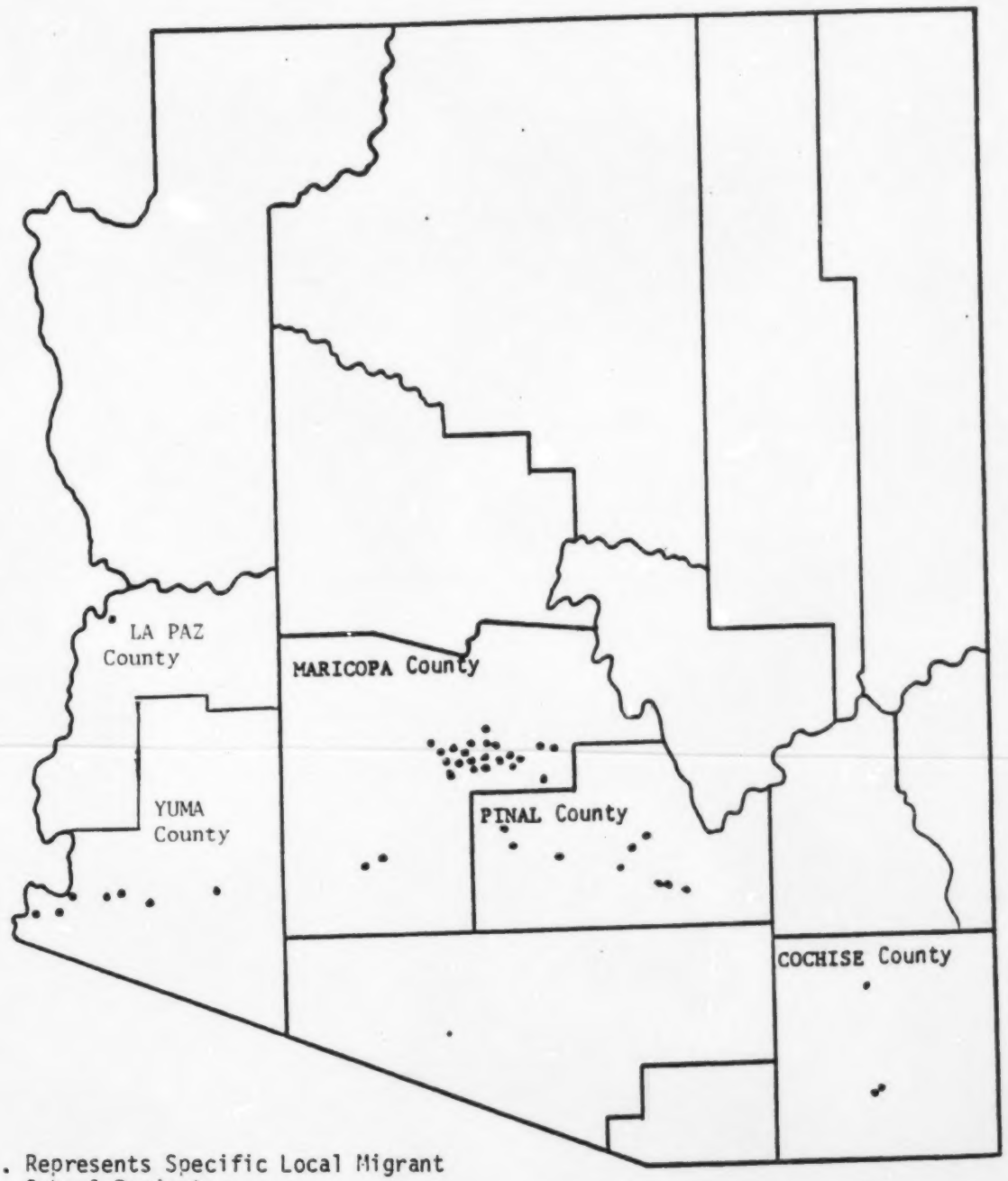


FIGURE 1: Service Areas of Arizona Migrant Education Program

PART TWO:

BASIC DATA ON ARIZONA'S MIGRANT EDUCATION PROGRAM

Figure 2 is a summary of total students served by the Arizona Migrant Child Education Program in all programs for 1982-1983 with the decrease or increase over 1981-1982 expressed in percent. During the 1982-1983 school year, 13,398 students were enrolled in 41 regular school programs and 22 summer programs.

1982-1983	LEVELS				
	Pre-School	Kinder-garten	Elemen-tary	Second-ary	Un-graded
TOTAL MIGRANT STUDENTS SERVED	499	1195	9323	2317	64
% of Increase or Decrease 1982-1983	(-5)	(+8)	(-3)	(+14)	(+10)

FIGURE 2: Summary of all Students Served by Levels, All Programs 1982-1983

Figure 3 presents the number of migrant students served in both regular and summer programs by category. Per cent of increase or decrease from 1981-1982 is in parentheses for total students served.

CATEGORY	TOTAL STUDENTS SERVED
Interstate	3832
Intrastate	1696
Five-Year Migrant	7870
Total Students Served	13,398 (+4%)

FIGURE 3: Summary of All Students Served by Category 1982-1983

Figure 4 which presents sub-totals of students served by category of students and program levels.

CATEGORY OF MIGRANT STUDENT	LEVELS				
	Pre-School	Kinder-garter	Elemem-tary	Second-ary	Un-graded
Interstate	147	376	2575	723	11
Intrastate	71	197	1225	195	8
Five-Year Migrant	281	622	5523	1399	45
Totals	499	1195	9323	2317	64

FIGURE 4: Composition of Students by Category and Program Levels, 1982-1983, All Programs

Figure 5 presents a summary of migrant students in regular programs in 1982-1983.

CATEGORY OF MIGRANT STUDENT	PROGRAM LEVELS				
	Pre-School	Kinder-garten	Elemen-tary	Second-ary	Un-graded
Interstate	130	335	2254	673	11
Intrastate	65	176	1067	181	8
Five-Year Migrant	233	501	4619	1275	45
Totals	428	1012	7940	2129	64

FIGURE 5: Summary of Migrant Students in Regular Programs, 1982-1983

Figure 6 presents a summary of migrant students enrolled in summer programs in 1982-1983.

CATEGORY OF MIGRANT STUDENT	PROGRAM LEVELS				
	Pre-school	Kinder-garten	Elemen-tary	Second-ary	Un-graded
Interstate	17	41	321	50	
Intrastate	6	21	158	14	
Five-Year Migrant	48	121	904	124	
Totals	71	183	1383	188	

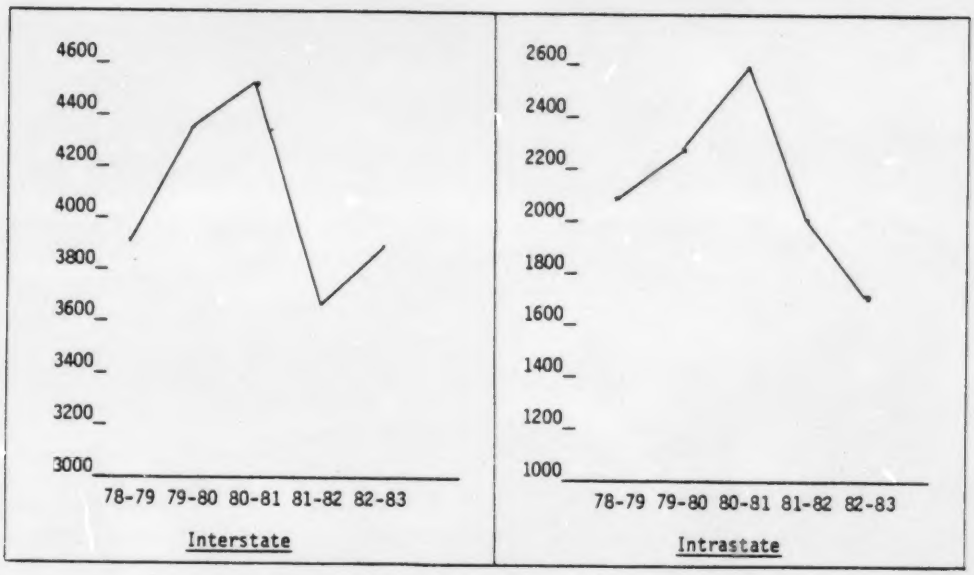
FIGURE 6: Summary of Migrant Students in Summer Programs, 1982-1983

Comparing the growth of Arizona's Migrant Child Education Program longitudinally is useful in placing the 1982-1983 data in better perspective. Figure 7 numerically presents student population totals for program years 1978-1983. Figure 8 graphically presents the same data for use in ascertaining the fluctuations in the students served by the program.

PROGRAM LEVELS

CATEGORY OF MIGRANT STUDENTS	PRESCHOOL AND KINDERGARTEN					ELEMENTARY					SECONDARY					TOTALS				
	78-79	79-80	80-81	81-82	82-83	78-79	79-80	80-81	81-82	82-83	78-79	79-80	80-81	81-82	82-83	78-79	79-80	80-81	81-82	82-83
Inter-state	483	692	594	450	523	3109	2920	3108	2592	2575	296	762	734	655	723	3888	4374	4454	3725	3832
Intra-state	247	337	322	368	268	1462	1722	2013	1312	1225	327	165	191	237	195	2036	2224	2536	1941	1696
Five-Year Migrant	339	497	719	1014	903	3286	3802	4451	4342	5523	605	877	1114	1272	1399	4230	5176	6312	7269	7870
TOTALS	1069	1526	1635	1832	1695	7857	8444	9572	8746	9323	1228	1804	2039	2164	2317	10154	11774	13302	12935	13398

FIGURE 7: Growth of Migrant Students Served in Arizona 1978 - 1983



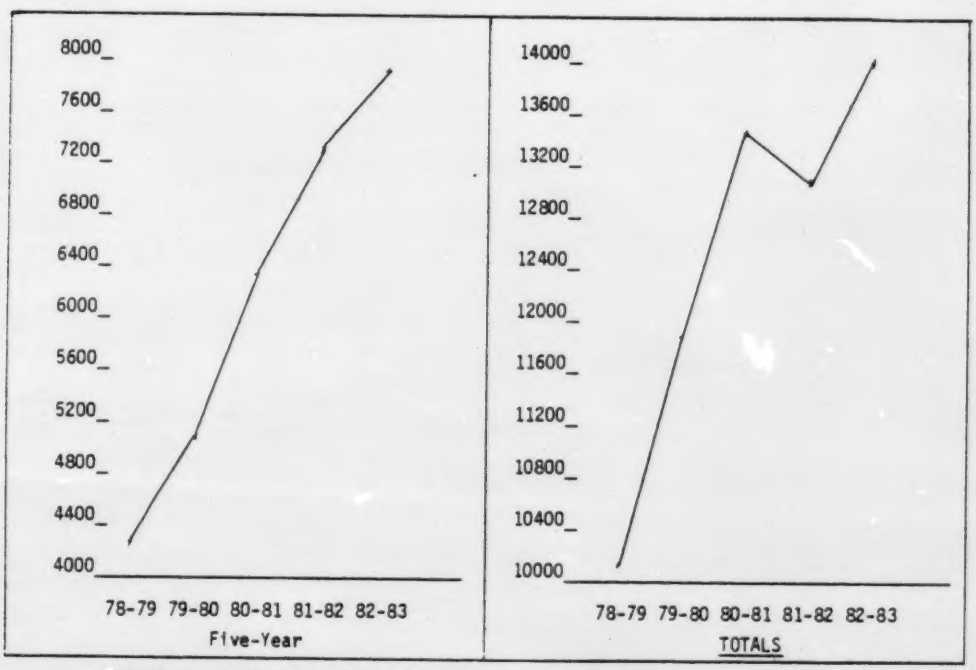


FIGURE 8: Graphic Display of Program Growth 1982-1983 8 a

Funding

In 1981, the Education and Consolidation Improvement Act placed migrant programs under P.L. 97-35, Chapter I. Figure 9 summarizes the effect of migrant education legislation on Arizona's programs.

FISCAL YEAR	AMOUNT OF GRANT	NUMBER OF SCHOOL PROGRAMS REGULAR	SUMMER	TOTAL SERVED	NUMBER OF GRADUATING STUDENTS ELEMENTARY	SECONDARY
1967	265,010	0	4	838		
1968	1,165,372	12	9	4,176		
1969	1,249,840	11	14	6,633		
1970	1,373,825	14	15	7,003		
1971	1,471,798	17	20	6,071		
1972	1,689,193	21	20	6,801		
1973	1,934,184	28	18	6,981		
1974	1,902,639	26	21	9,974		
1975	2,060,801	25	22	7,043		
1976	2,178,980	43	25	7,500	328	95
1977	3,206,939	40	18	8,932	525	108
TOTAL	18,498,581	237	186	71,952	853	203
FISCAL YEAR	AMOUNT OF GRANT	NUMBER OF SCHOOL PROGRAMS REGULAR	SUMMER	TOTAL FTE	NUMBER OF GRADUATING STUDENTS ELEMENTARY	SECONDARY
1978	3,426,019	38	30	8,595	531	79
1979	4,553,358	40	22	8,939	592	152
1980	5,606,280	42	24	10,070	670	236
1981	6,113,577	42	20	11,112	698	198
1982	6,541,534	45	21	11,775	696	247
1983	6,560,565	45	21	11,921	834	239
TOTAL	51,299,914	489	324	62,412	4,874	1,354

FIGURE 9: Summary of Arizona Migrant Child Education Program Growth - 1967 - 1983

Personnel

The Arizona Migrant Child Education Program employes both instructional and support personnel during the regular school term and summer school. Figure 10 shows the numberand FTE of personnel employed during the 1982-1983 year by regular school term projects. Figure 11 shows the number and FTE of personnel employed by summer school projects during 1983.

Instructional Personnel	Number Employed	FTE	Support Personnel	Number Employed	FTE
Resource Teacher	85	65.725	Project Coordinator	36	16.89
Classroom Teacher (Summer Only)			Migrant Student Advisor	5	4.5
			Student Record Clerk	51	39.91
Aides	257	245.67	Nurse	3	2.1
Other:			Home Liaison/ Recruiter	28	18.47
Substitute Teachers	11	7.28	MPAC Coordinator	10	4.45
			Migrant Health Aide	18	12.05
			Clerical/Secretarial	18	9.18
			Cafeteria Personnel	4	2.0
			Maintenance/Custodial		
			Bus Driver	1	0.53
			Other:	49	44.62

FIGURE 10: Number and FTE of Regular School Term Project Personnel

Instructional Personnel	Number Employed	FTE	Support Personnel	Number Employed	FTE
Resource Teacher	1	0.4	Project Coordinator	19	17.39
Classroom Teacher (Summer Only)	107	104.2	Migrant Student Advisor	1	1.0
			Student Record Clerk	21	16.9
Aides	118	114.5	Nurse	6	5.75
Other:	1	1.0	Home Liaison/ Recruiter	6	5.0
			MPAC Coordinator		
			Migrant Health Aide	6	5.7
			Clerical/Secretarial	6	5.25
			Cafeteria Personnel	28	26.0
			Maintenance/Custodial	14	11.75
			Bus Driver	32	24.57
			Other:	31	30.75

FIGURE 11: Number and FTE of Summer School Project Personnel

Interagency and Other Resources

The Arizona Migrant Child Education Program also relies on the cooperation of other agencies and organizations. Figure 12 lists those participating programs/organizations who contributed services during 1982-1983 to regular school term projects. Figure 13 summarizes contributors during summer school projects of 1983.

Arizona Department of Education Programs		Civic Organization Programs	
Bilingual Education	18	Boy Scouts	6
Career Education	12	Girl Scouts	5
ECIA Chapter 1 - Disadvantaged	28	Kiwanis Club	7
ECIA Chapter 2 - Block Grant	18	Lions Club	25
Indian Education Program	11	Rotary Club	4
National School Lunch Program	36	Women's Club	8
School Breakfast Program	14		
Country Sponsored Programs		**Donated Professional Services**	
County Health Services	30	Medical	14
County Community Action	4	Dental	13
County Head Start	5		
City Sponsored Programs			
Parks and Recreation	16		
City Head Start	4		

FIGURE 12: Contributing Resources, Regular School Term Projects, 1982-1983

Arizona Department of Education Programs		Civic Organizations Programs	
Bilingual Education	2	Boy Scouts	
Career Education	3	Girl Scouts	
ECIA Chapter 1 - Disadvantaged	5	Kiwanis Club	1
ECIA Chapter 2 - Block Grant	1	Lions Club	2
Indian Education Program	1	Rotary Club	
National School Lunch Program	13	Women's Club	1
School Breakfast Program	11		
County Sponsored Programs		**Donated Professional Services**	
County Health Services	7	Medical	1
County Community Action	1	Dental	4
City Sponsored Programs			
Parks and Recreation	6		
City Head Start			

FIGURE 13: Contributing Resources, Summer School Projects, 1982-1983

PART THREE:

PROGRAM OBJECTIVES, ACTIVITIES AND SUPPORT AREAS

What follows are the principal objectives and related program activities of the Arizona Migrant Child Education Program for 1982-1983. The prinicpal objectives are listed first in summary form. Next, each objective and its program acitvities are described in detail.

Summary of Principal Program Objectives

1. To provide a nutritionally sound diet for migrant students.
2. To identify and meet the health needs of migrant students.
3. To provide staff development training for instructional and support personnel (who maintain nutrition, health and education services).
4. To maintain parental involvement programs at all levels.
5. To maintain and support a record keeping system of nutrition, health, and education services for migrant students.

Principal Objective #1: To provide a nutritionally sound diet for migrant students.

Program Activities Related to Objective #1

1. Breakfast, snack, and lunch programs are provided for migrant students during both the regular school term projects and summer school projects. Figure 14 presents data related to migrant students eligible for these programs.

STUDENTS ELIGIBLE	PROGRAM			
	Breakfast	Morning Snack	Reduced Lunch	Free Lunch
Regular School Term	3333	147	419	8269
Summer School	983	289	14	1239
TOTALS	4316	436	433	9508

Figure 14: Migrant Students Eligible for Nutrition Programs, 1982-1983

Principal Objective #2: To identify and meet the health needs of migrant students.

Program Activities Related to Objective #2

1. Health aides and nurses were employed during both the regular school term and summer school program (See Figure 10 and 11).
2. Health examinations and screenings were conducted during both the regular school term and summer school program. Figure 15 presents data documenting these contacts.

STUDENTS SERVED	EXAMINATION AND SCREENING					
	Physical	Dental	Visual	Audio	Other	Totals
Regular School Term	2527	4665	8151	696º	1882	24,194
Summer School	309	720	409	344	429	2,211
TOTALS	2836	5385	8560	7313	2311	26,405

FIGURE 15: Health Examination and Screening Contacts for Migrant Students, 1982-1983

3. Follow-up services based in health examinations and screenings were provided during both the regular school term and summer program. Figure 16 presents data documenting these services.

STUDENTS SERVED	FOLLOW-UP SERVICES					
	Physical	Dental	Visual	Audio	Other	Totals
Regular School Term	653	1251	578	151	428	3061
Summer School	35	252	9	3	13	312
TOTALS	688	1503	587	154	441	3373

FIGURE 16: Follow-up Health Services for Migrant Students, 1982-1983

Some follow-up services were provided by both federal, state, and county programs or were donated. Figures 12 and 13 include these services.

4. Migrant students with handicapping conditions, defined by Title 15 of Arizona Revised Status (Article 4), were identified during 1982-1983. This is the second year of this type of identification. Figure 17 presents the number of school-age students with handicapping conditions identified during 1982-1983.

TYPE OF HANDICAPPING CONDITION	NUMBER OF MIGRANT CHILDREN WITH HANDICAPPING CONDITIONS		
	Regular Term	Summer School	TOTALS
Educable Mentally Handicapped	122	17	139
Hearing Handicapped	34	11	45
Homebound/Hospitalized	4	-	4
Learning Disabled	411	28	439
Multiple Handicapped	6	-	6
Physically Handicapped	16	2	18
Seriously Emotionally Handicapped	27	1	28
Speech Handicapped	228	12	240
Trainable Mentally Handicapped	21	-	21
Visually Handicapped	50	5	55
Other (Gifted	-	3	3
TOTALS	919	79	998

FIGURE 17: Number of Migrant Students with Handicapping Conditions, 1982-1983

Principal Objective #3: To provide staff development training for instructional and support personnel (who maintain nutrition, health and education services).

Program Activities Related to Objective #3

Figure 18 presents a summary of the scope of instructional and support staff development activities during 1982-1983 for both the regular term and summer programs.

STAFF TYPE OF ACTIVITY	NUMBER OF ACTIVITIES
Administrator	338
Teacher	1576
Nurse	45
Record Clerk	277
Instructional Aide	2148
Health Aide	81

FIGURE 18: Scope of Staff Development Activities, 1982-1983

1. Migrant Student Record Transfer System (MSRTS) staff training was accomplished by the 13th Annual MSRTS Statewide Workshop Figure 19 presents data related to this activity.

SUPPORT SERVICE 13th Annual MSRTS Statewide Workshop

DATE(S) 8/26/83 TOTAL PARTICIPANTS OR CONTACTS 98

Participant Types

Administrators	2	Record Transfer Clerks	47
Home-School Liaisons	7	Recruiters	0
Instructional Aides	0	Teachers	1
Health Aides	13	Terminal Operators	8
Nurses	3	ADE Staff	5
Parents	0	Other	
Program Coordinators	9		
NUMBER OF PRESENTERS	3	NUMBER OF SESSIONS	1

FIGURE 19: MSRTS Statewide Workshop Summary 1982-1983

2. Migrant Child Education Statewide Services through its full-time consultants, scheduled staff development activities during 1982-1983 through inservice workshops and informal, individual sessions or conferences. During 1982-1983, 110 workshops and 38 informal sessions were recorded by the consultants. A total of 322 contact hours were spent in conducting inservice workshops and 32 contact hours in informal sessions or individual conferences. Figure 20 lists participants in both types of activities.

TYPE OF ACTIVITY	NUMBER OF PARTICIPANTS			
	Teachers	Aides	Other	TOTALS
Inservice Workshops	367	485	549	1401
Informal Contacts	1	2	141	144
TOTALS	368	487	690	1545

FIGURE 20: Summary of Participants in Statewide Services Staff Development, 1982-1983

Three major types of staff development inservice workshops were noted: MSRTS record-keeping procedures; "Make 'n Take" presentations; and, content presentations in reading, math, oral language, and specific commercial programs. Total number of each type were:

MSRTS	45	Content	29
Make 'n Take	21	TOTAL	95

3. Identification and recruitment staff development activities assist program personnel in identifying and recruiting migrant students. The key to accurate identification of migrant students is communication between the home and the school. The director of Statewide Services coordinates the efforts of home-school liaison personnel. The home-school liaison enhances the flow of information and cooperation between the migrant family and the school. Using the language of the home and actually visiting homes where necessary, the liaison especially aims to clearly and simply explain migrant program services and statutory requirements.

Figure 21 summarizes the identification and recruitment workshops provided during 1982-1983 to aid migrant personnel in improving their identification and recruitment skills and procedure.

SUPPORT SERVICE Identification and Recruitment

DATE(S) Throughout year TOTAL PARTICIPANTS OR CONTACTS 111

Participant Types			
Administrators	5	Record Transfer Clerks	46
Home-School Liaisons	21	Recruiters	3
Instructional Aides	4	Teachers	0
Health Aides	4	Terminal Operators	8
Nurses	2	ADE Staff	2
Parents	5	Other	
Program Coordinators	5	2 (State Services	
NUMBER OF PRESENTERS	4	NUMBER OF SESSIONS	4

FIGURE 21: Identification and Recruitment Sessions, 1982-1983

4. Interstate Migrant Teacher Exchange continues to be a part of the Arizona Migrant Child Education Program. Since 1968, 183 migrant administrators and teachers have participated in the exchange program. Figure 22 presents cumulative data related to this program.

FISCAL YEAR	STATE VISITED	NUMBER OF LEA PARTICIPANTS Administrators	Teachers	SEA PERSONNEL	TOTAL
1968	California	5	8	1	14
1969	Colorado	2	4	1	7
1969	Washington	2	3	1	6
1970	Texas	4	4	1	9
1971	New Mexico	5	4	1	10
1972	Michigan	2	7	1	10
1973	Oregon	2	7	1	10
1974	Arkansas	1	10	1	12
1975	Florida	1	6	1	8
1976	California	1	12	1	14
1977	Texas	5	9	1	15
1978	Arkansas	1	9	1	11
1979	Washington	2	8	1	11
1980	Colorado	2	13	1	16
1981	California	6	3	1	10
1981	Idaho	0	11	1	12
1982	California	3	3	1	7
1983	Calif./N.Y.	4	1	-	6
TOTALS		48	122	17	188

FIGURE 22: Teacher Exchange Data, 1968-1983

5. The Secondary Credit Exchange program enables migrant high school students to transfer course credits from one state to another to avoid repetition of courses, conflicting graduation requirements, and delays in obtaining a high school diploma. Instructional and support staff in Arizona attended a workshop during the 1982-1983 program year to assist them in coordinating Arizona's participation in the Secondary Credit Exchange. Figure 23 summarizes staff participation in this workshop.

SUPPORT SERVICE Secondary Credit Exchange

DATE(S) One time per year TOTAL PARTICIPANTS OR CONTACTS 42

Participant Types

Administrators	5	Record Transfer Clerks	6
Home-School Liaisons	1	Recruiters	1
Instructional Aides	6	Teachers	6
Helath Aides		Terminal Operators	
Nurses		ADE Staff	4
Parents		Others	
Program Coordinators	11	(2) Statewide Services	
NUMBER OF PRESENTERS	0		

FIGURE 23: Secondary Credit Exchange Workshop 1982-1983

6. Interstate cooperation is aimed at fostering the sharing of programs among the states. Through this cooperation, migrant students are assured greater continuity in their total educational program. Some examples of interstate cooperation are:

   -Participation by Arizona in Migrant Student Record Transfer Syster (MSRTS).

   -Participation in Secondary Credit Exchange

   -Attendance and/or participation in national and regional conferences and workshops of staff members.

   -Member of National Association of State Directors of Migrant Education and its Executive Council.

   -Member of Western States Coordinating Council for Migrant Education.

7. The Instructional Materials Centers make materials and films available to migrant projects in LEA's. These Centers provide a valuable supplemental service for migrant projects. They are located in three Centers:

Somerton School	Yuma County, La Paz
Dysart School	Maricopa County
Florence School	Pinal-Cochise County

8. The Annual Statewide Reading Conference is co-sponsored with Arizona State University and provides migrant administrators, aides, and teachers with an opportunity to attend a reading conference on teaching strategies related to migrant students. Speakers are drawn from Arizona State University and other colleges and universities throughout the United States. Participants may also preview over 50 commercial exhibits of recently published instructional materials. The 1983, 14th Annual Reading Conference, was held at the Ramada Towne-House, February 24th-15th, 1983. Approximately 450 participants were in attendance for the sessions.

Principal Objective #4: To maintain parental involvement programs at all levels.

Program Activities Related to Objective #4

1. Parental involvement at local and state levels through Migrant Parent Advisory Councils (MPAC) and the State Migrant Parent Advisory Council was maintained as part of the migrant program in Arizona during 1982-1983. Three areas of involvement activities were evident:

   a. Soliciting views of parents in planning projects and programs.

   b. Assisting in project and program operations.

   c. Assisting in project and program evaluation.

   d. Parent training activities.

   A total of 199 PAC meetings with 539 parents attending were held at all levels during 1982-1983. Figure 24 indicates the participation breakdown of the State Migrant Parent Advisory Council (SMPAC).

SUPPORT SERVICE State Migrant Parent Advisory Council (SMPAC)
DATE(S) Oct., Dec., Feb., Apr. TOTAL PARTICIPANTS 100

Participant Types			
Administrators		Record Transfer Clerks	
Home-School Liaisons	28	Recruiters	
Instructional Aides		Teachers	
Health Aides		Terminal Operators	
Nurses		ADE Staff	9
Parents	33	Others	
Program Coordinators	2	(9) State Services	
NUMBER OF PRESENTERS	19	NUMBER OF SESSIONS	4

FIGURE 24: Summary of SMPAC Meetings, 1982-1983

Principal Objective #5: To maintain and support a record-keeping system of nutrition, health, and education services to migrant students.

Program Activities Related to Objective #5

1. Migrant Student Record Transfer System (MSRTS) is a computerized data system that receives, retains, and transmits academic and health information on migrant students in each of the 46 participating states and Puerto Rico. Schools are responsible for submitting academic, health, and general information which can be retrieved by the migrant student's new teachers. The heart of the system is a central computer bank in Little Rock, Arkansas. It connects nearly 200,000 teachers, nurses, and administrators who serve migrant students. The following three main functions for all migrant students are served by MSRTS:

    a. enrollment in school data;

    b. continuous up-dating of academic and health data;

    c. withdrawal from school data.

    MSRTS records indicated the number of students receiving supplemental instruction using the Skills Information System (SIS). Figure 25 summarized the number of mobile migrant and five-year migrant students who received instruction in the four major skills lists available through MSRTS during the regular school term. Figure 26 summarizes similar data for the summer school program.

STUDENT TYPE	SKILL AREAS				
	Early Childhood	Oral Language	Reading	Math	Other
Mobile Migrant	200	1475	2287	1705	412
Five-Year Migrant	243	2275	3811	2946	540
TOTALS	443	3750	6098	4651	952

FIGURE 25: Summary of Migrant Student Participation in Basic Skills Information System MSRTS, 1982-1983, (Regular School Term).

STUDENT TYPE	SKILL AREAS				
	Early Childhood	Oral Language	Reading	Math	Other
Mobile Migrant	47	307	425	399	103
Five-Year Migrant	60	797	989	905	160
TOTALS	107	1104	1414	1304	263

Figure 26: Summary of Migrant Student Participation in Basic Skills Information System MSRTS, 1982-1983, (Summer Program).

PART FOUR:

ARIZONA MIGRANT CHILD EDUCATION LABORATORY (AMCEL)

The Arizona Migrant Child Education Laboratory (AMCEL) was established in cooperation with Arizona State University to provide supportive educational services for school districts in Arizona that qualify for migrant funds. AMCEL provides two types of services: 1) instructional materials development; and, 2) staff development programs for instructional and support staff.

1. AMCEL Consultant's Service

As in previous years, two doctoral students in Reading Education at Arizona State University were employed as AMCEL consultants to provide educational services. They work directly with administrators, teachers, and aides on local project sites. The consultants also work closely with the Statewide Services' consultants. AMCEL services are available to local migrant projects on request. Each year a survey is mailed to all Arizona schools with identified migrant student populations. The schools are invited to select workshop topics which seem appropriate to local needs. Each workshop is then tailored to those needs and follows a similar, general design:

a. simulation or awareness activity

b. organizing principles

c. research base

d. teaching sequence and participant practice

e. follow-up activities for use in classrooms.

AMCEL consultants conducted 15 workshop sessions covering 19 topics during 1982-1983 with 180 participants.

2. AMCEL Summer Institute

During the summer of 1983, the 14th Annual Summer Institute for Teachers/Administrators was held June 6-24, 1983. Simultaneously the 9th Annual Summer Institute for Instructional Aides was held June 13-24, 1983.

(Teachers/Administrators)

The curriculum of the Summer Institute for the 24 teachers and administrators focused directly on the improvement of basic teacher skills in the areas of

. oral language
. reading
. mathematics
. MSRTS skills
. computer literacy

Computer literacy is a new curricular area added in 1983. A total of 8 major objectives institute objectives formed the core of learning activities.

- To learn basic, high utility, reading skills in word recognition (decoding), comprehension and study skills.
- To make specific reading materials and games for children.
- To understand major oral language concepts related to reading and writing.
- To acquire basic math skills and to make specific math materials and games for children.
- To be able to administer and interpret three classroom oriented informal skills inventories.
- To analyze one current commercial basic reading program and to identify high utility skills in reading; and, to identify low

utility skills in reading and show how to eliminate these skills for reading lessons.

- To be able to identify, observe, and send basic skills information on the Migrant Student Record Transfer System (MSRTS).
- To become acquainted with functions and programs involved in various microcomputers.

The above objectives were accomplished through lecture, simulation, and "hands-on" activities throughout the Summer Institute. Two weeks occurred at the Arizona State University campus (June 6-17) and the final week (June 20-24) at the Somerton School District.

Figure 27 presents the results of an evaluation of the institute by participants.

EVALUATION

N = 23 Teachers and Administrators

		Yes	No	Not Sure
1.0 BASIC TEACHER SKILLS				
1.1 I understand basic (minimum) skills and/or activities in				
Reading	-word recognition (decoding)	100%/23	0	0
	-comprehension	100/23	0	0
Oral Language		100/23	0	0
1.2 I can administer and interpret				
	-Classroom Reading Inventory	100/23	0	0
	-Oral Language Evaluation	100/23	0	0
	-Math Diagnosis-(Error Pattern)	95/22	0	5/1
1.3 I can identify, observe and send basic skill data on Migrant Children using the MSRTS transmittal system.		65/15	14/3	21/5
1.4 I can develop a Resource Instructional Unit.		100/23	0	0
1.5 I will be able to use Units in my classroom.		87/20	0	13/3
2.0 INSTRUCTORS				
2.1 I judge the consultants as follows (Check)		Excellent	Average	Poor
	-Dr. N. J. Silvaroli (Reading)	91/21	9/2	0
	-Dr. L. W. Searfoss (Comprehension)	78/18	22/5	0
	-Dr. Ray Gomez (Oral Language)	14/3	65/15	21/5
	-Ms. G. Center (Computer)	0	57/13	43/10

FIGURE 27: Evaluation Summary of Summer Institute by Teachers/Administrators, 1983

(Instructional Aides)

The curriculum of the Summer Institute for 22 instructional aides focused directly on the improvement of their skills in

. oral language

. reading

. math

. MSRTS

N = 22 Instructional Aides

1.0 BASIC TEACHER-AIDE SKILLS			
1.1 I can use or understand	Yes	No	Not Sure
-60 Right-to-Read Lessons	16/20	1/20	3/20
-Oral Language Evaluation	18/21	2/21	1/21
-Classroom Reading Inventory	13/21	2/21	6/21
-MSRTS Transmittal Information	11/21	7/21	3/21

2.0 INSTRUCTORS	Excellent	Average	Poor
Ms. Deanna Noreiga	8/21	8/21	5/21
Dr. Warren H. Wheelock	12/21	8/21	1/21
Ms. Rose Harris	16/20	3/20	1/20

FIGURE 28: Evaluation Summary of Summer Institute by Instructional Aides, 1983

3. Amcel Leadership Workshop was held October 6th-7th, 1983 for local migrant project administrators and program coordinators. The 1983 workshop presented information on computer utilization in classrooms and was held jointly at the Howard Johnson's Hotel in Tempe and the ASU Computing Center. Participants totaled 44 and included administrators, program coordinators, and Arizona Department of Education staff.

PART FIVE:

STATEWIDE ACHIEVEMENT AND RELATED DATA

INTRODUCTION

Beginning in April, 1981, the State of Arizona mandated, by law, annual achievement testing for students at all grade levels. The standardized test selected for statewide administration was the California Achievement Test (CAT). The CAT is a series of test batteries designed to measure the achievement of students from the beginning of kindergarten through the twelfth grade.

The specific skills batteries from the CAT of interest to the Arizona Migrant Education Program staff are reading, language, and mathematics. These three areas are of high priority in the educational programs developed for migrant students in Arizona. They also are the skill areas being implemented in the nationwide skills transfer system through Migrant Student Record Transfer System (MSRTS). A general description of each skills battery will provide an overview of skills tested.

Reading Skills Test Battery - Stated purpose is to measure pre-reading skills, phonic analysis, structural analysis, reading vocabulary and reading comprehension. The Pre-reading tests measure skills in listening, alphabet knowledge, auditory and visual discrimination, and vocabulary. The Phonic Analysis and Structural Analysis tests measure decoding skills. The Reading Vocabulary tests measure word categories, words with the same and opposite meanings, and multi-meaning words and their definitions. The Reading Comprehension tests measure literal, interpretive, and critical comprehension.

Language Skills Test Battery - Stated purpose is to measure language mechanics and expression. The Language Mechanics test is concerned with students' abilities to apply their knowledge of language in written sentences and paragraphs which present a variety of grammar and composition items.

Mathematics Skills Test Battery - Stated purpose is to measure computation skills and the application of math concepts. The Mathematics Computation tests assess proficiency in skills ranging from addition, subtraction through decimals and algebraic functions at the upper levels. The Concepts and Application tests attempt to emphasize concepts rather than isolated facts. Numeration, number theory, common scales, geometry, and story problems are included at various levels in the battery.

Participation in Statewide CAT Testing (1983)

The following districts participated in the 1983 mandatory statewide achievement testing program. Number of participation students is also included in Figure 29.

Figure 30 presents data on migrant student achievement in reading, language mechanics, and mathematics in percent of items answered correctly at each grade level (1-12) for the 1983 CAT testing. Also reported are the same percent figures derived from the 1982 raw data.

DISTRICT	GRADE LEVEL 1-8	9-12	DISTRICT	GRADE LEVEL 1-8	9-12
Aguila	21		Mohawk Valley	86	
Antelope Union H.S.		66	Murphy	93	
Arlington	82		Paloma	38	
Avondale	164		Parker Unified	158	16
Casa Grande	164		Pendergast	39	
Chandler Unified	248	44	Peoria Unified	72	24
Coolidge Unified	178	28	Phoenix Elem.	132	
Crane	321		Phoenix Union H.S.		120
Dysart Unified	235	91	Picacho	35	
Elfirda	29		Roosevelt	96	
Eloy	211		Santa Cruz Valley H.S.		106
Florence Unified	65	16	Somerton	646	
Gadsden	447		Stanfield	118	
Hyder	59		Tolleson Elementary	93	
Litchfield	72		Tolleson Union H.S.		
Littleton	250		Valley Union H.S.		10
Maricopa Unified	79	17	Wellton	85	
Maricopa Spc. Serv.	283	18	Willcox Unified	33	16
Mary O'Brien	12		Wilson	62	
Mesa Unified	174	50	Yuma Elementary	423	
			Yuma Union H.S.		104

FIGURE 29: Participation in Statewide CAT Testing - 1983

Grade Level	READING				LANGUAGE MECHANICS				MATH			
	No. Tested		% Correct		No. Tested		% Correct		No. Tested		% Correct	
	1983	1982	1983	1982	1983	1982	1983	1982	1983	1982	1983	1982
1	552	612	62	58	533	551	63	59	611	616	74	74
2	715	548	62	60	714	551	69	66	711	551	68	68
3	683	596	64	62	667	594	65	60	676	591	61	57
4	780	625	48	48	782	621	57	55	790	621	54	53
5	771	578	53	50	739	578	59	55	738	581	54	50
6	683	531	51	48	680	533	62	59	697	533	54	49
7	578	501	43	48	578	485	55	55	585	487	49	49
8	569	408	47	48	564	410	60	58	565	408	56	54
9	247	266	51	54	247	266	65	62	241	266	49	46
10	208	249	43	48	209	249	56	54	206	249	44	50
11	158	182	43	47	157	182	53	59	157	182	42	45
12	113	236	45	52	111	236	57	59	113	236	45	50

FIGURE 30: Percent of Items Answered Correctly by Migrant Students Tested in Each Grade Level, Grades 1-12 on the 1983 California Achievement Test (CAT)

RELATED DATA

Annual, mandated, statewide achievement testing began in Arizona in 1981. In an annual survey of local migrant project directors, conditions were rank ordered in the degree to which they significantly deterred the meeting of stated program achievement objectives. Ranks 1, 2, and 3 were the most frequently mentioned as significant.

Rank	Condition
1	Excessive absenteeism
2	Frequency of migration
2	Economic pressure in family
2	Parents' attitude toward education
3	Health related problems

PART SIX:

DISSEMINATION

Dissemination of information about the Arizona Migrant Child Education Program was an important part of the program during 1982-1983. The major targets for dissemination efforts were parents, general public, and the Arizona Department of Education. Figure 31 summarizes these efforts by reporting the number of local projects or programs utilizing the specific methods or procedures.

Methods/Procedures	PROJECTS REPORTING 1980-1981	1981-1982	1982-1983
1. School Staff Meetings	21	46	34
2. Parent Meetings	25	47	41
3. Newspaper, radio, T.V., Releases	43	51	39
4. Newsletters, Bulletins, Pamphlets	22	49	36
5. Inter-project Communication	36	40	32
6. Other Parent Contacts (Telephone, Home Visits)	38	52	41
7. Reports to ADE of successful programs	5	34	14
8. Reports to Local School Boards	29	49	33
TOTALS	(219)	(368)	(270)

FIGURE 31: Methods/Procedures of Dissemination, 1982-1983

PART SEVEN:

EXEMPLARY PROGRAMS AND PROJECTS

Exemplary programs or projects in Arizona must have these features:

- technological innovations
- extraordinary community involvement
- cost effectiveness
- success in meeting objectives
- model that is transportable

The following programs and projects were considered exemplary during 1982-1983.

1. PRE-SCHOOL PROGRAMS

Program	Outstanding Features
Wilson Elementary	Parents attend classes - on campus
Dysart Unified	Pre-schoolers attend - without parents
Tolleson Elementary	Teacher and aide go to the migrant homes - Home Start
Litchfield Elementary	Kindergarteners get two classes regular school and migrant extended day

2. RESOURCE ROOM PROGRAMS

Avondale Elementary	Migrant Resource Rooms - Skills
Maricopa Elementary	Migrant Resource Rooms - Skills
Stanfield Elementary	Migrant Resource Rooms - Skills
Littleton Elementary	Skills Reporting

Tolleson Elementary	Skills Reporting
Dysart Unified	Counseling - elementary level and up
Chandler Unified	Certified instructors only

3. SECONDARY PROGRAMS

Santa Cruz Valley Union High School	Evening classes for migrant high school drop-outs
Dysart Unified	Careers Component
Kofa High School	Satellite campuses at night for high school migrant students in Somerton and Gadsden
Tolleson Union High School	Strong interstate secondary program - M.A.P.S.

4. COMPUTER ASSISTED PROGRAM

Dateland Elementary	C.C.C.
Buckeye Elementary	C.C.C.
Mesa Unified	Resource Lab Total Emersion Language Lab

5. TOTAL PROGRAM

Somerton Elementary	Resource and Mainstreaming

PART EIGHT:

REVIEW OF CONCLUSIONS AND RECOMMENDATIONS OF 1981-1982

The following recommendations were made in the report reviewing the Arizona Migrant Child Education Program for the previous program year, 1981 1982. They were offered to continue the improvement of instructional and supportive services to migrant students in Arizona. Evidence indicating these recommendations were given attention during 1982-1983, as suggested, is presented below:

1. The increase in Five Year Migrant Students served in 1981-1982 over the preceding year (7269/6312) may indicate a change in the nature of students served by the Program. This trend should be carefully watched during 1982-1983 as it may mean that some services will need to be modified to meet the needs of these students, especially in career education

   The increase in Five Year Migrant Students during 1982-1983 over 1981-1982 (952/601) may indicate a downward trend in this category.

2. The reporting of the number of migrant students with handicapping conditions by type for the first time is to be commended. Specific ways the needs of this group of students are being met might be documented during 1982-1983.

During 1982-1983 the nature and number of migrant students with handicapping conditions was documented very well and was much clearer than in the previous year. Specific details of project programs to meet these needs was not readily apparent in project reports.

3. The staffs of Statewide Services in conjunction with the Maricopa Special Services Consortium (MSSC) and the Arizona Migrant Child Educatin Laboratory (AMCEL) are continuing to expand and improve their supportive services. They are to be commended for their efforts.

   Both Statewide Services (MSSC) and AMCEL maintained a high level of support services during 1982-1983.

4. The diversity in presentors of staff development activities during 1981-1982 is commendable and every effort should be made to continue this diversity. Local project directors should monitor carefully, however, the consistency in content of sessions conducted on the same topic by a variety of presentors in the major skill areas of math, oral language, and reading. The skills lists used to transmit information on students should be made available to presentors as background information to be used by them when preparing activities for participants in staff development.

   Evidence presented and examined suggested better coordination of staff development activities during 1982-1983.

5. AMCEL Consultants could be assisted in their efforts by being more closely involved in the Summer Institute sessions and through encouraging a higher level of participation by secondary level projects.

   Some evidence was found that AMCEL consultants were more involved in other phases of the program in 1982-1983 (e.g. attendance at Leadership Workshop). The yearly change in AMCEL consultants may make the planning of long-term involvement in other phases of the program somewhat difficult. Little increase in secondary level project staff development could be ascertained.

6. The number of students being served at the kindergarten level appears to be increasing. Kindergarten programs should be carefully monitored to be certain the nutrition, health, and academic needs of these children are being met.

   Kindergarten programs were regularly monitored during 1982-1983.

7. The encouragement of additional exemplary projects in the areas of kindergarten programs, computer literacy, and career education should be explored as one avenue to meeting the changing needs of Arizona's migrant students.

   PART SEVEN documents the variety of exemplary programs during 1982-1983.

8. The inclusion of some computer literacy instruction using microcomputers might be explored on a discussion-level basis and/or a pilot program initiated in one or more local projects. This use of the microcomputer should be related to students learning to use the computer rather than learning from the computer as in skills instruction.

There is ample evidence this recommendation is being actively carried out at several levels in Arizona's migrant programs and projects.

9. Health aides, while an active part of Arizona's program, do not appear to be receiving staff development activities in some districts. As projects are monitored, if such activity is occurring, it needs to be documented.

Staff development of health aides was clearly documented during 1982-1983.

PART NINE:

CONCLUSIONS AND RECOMMENDATIONS (1982-1983)

Based on a review of the Arizona Migrant Child Education Program during 1982-1983, the following conclusions and recommendations are offered.

The Arizona Migrant Child Education Program continues to be effective in meeting the needs of migrant students and in carrying out stated program objectives. The high level of performance by the members of the Migrant Child Education Unit within the Arizona Department of Education continues, as in previous years, to be a major reason for its success.

RECOMMENDATIONS

Students in Migrant Education programs appear to have made substantial achievement gains in CAT scores of Reading, Language Mechanics, and Math in the elementary schools (grades 1-8). However, achievement decreases in three areaswere noted at the high school (grades 9-12) level. Migrant Education programs need to continue to emphasize these areasat the elementary level and stress their importance at the high school level. A review of secondary programs might be useful during 1983-1984.

The increase in numbers of Five Year Migrant Students again during 1982-1983 over the preceding year (952/601), while decreasing slightly, needs further study. The nature of these students' special needs, and reason for their increase should be determined.

Project and program annual reports should continue to identify those migrant students with handicapping conditions. Also, each project with identified students should report specific ways in which their needs are being met.

AMCEL consultants in their annual survey of project staff development request might make extra efforts to be certain those schools with secondary migrant students understand their services and are aware of them.

The emphasis on developing and documenting exemplary programs was commendable during 1982-1983. The same level of support for these programs should be evident during 1983-1984.

The continuation and expansion of computer literacy efforts at all project and program levels is recommended. Arizona is off on a good start in the area and can be a model for other states. Project and program personnel should be actively encouraged and supported in efforts to improve their computer skills and use.

Health aides being involved in staff development during 1982-1983 was clearly documented. Such documentation should continue, along with an assessment of the need for increased staff development.

The Annual Leadership Workshop was extremely successful in 1983. This activity should continue to receive support and

include AMCEL consultants as participants, too.

The level of parental involvement remains high at all program levels and should be maintained during 1983-1984.

Dissemination of information about the Arizona Migrant Child Education Program was broad in scope during 1982-1983. The projects reporting methods/procedures declined, however. This decline may be due to poor reporting or to an actual decrease in dissemination efforts. The reason(s) for this decline should be explored and dissemination efforts increased during 1983-1984.